A STUDY ON THE TECHNIQUES OF TEACHING ENGLISH VOCABULARY AT NON FORMAL EDUCATION PACKAGE C PROGRAM DAU MALANG

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ABSTRACT

Vocabulary is really needed by the learners in studying a foreign language because it is an important element to communicate in the target language. Learners will easily use English either actively or passively if they have many vocabularies in their mind. It makes them understand more easily what the speakers say and what they will say. Therefore, vocabulary mastery has an important role in learning English. The more the learners build it, the more easily they will learn. The objectives of this study were 1) to know the techniques used by the teacher in teaching English vocabulary at Non Formal Education Package C Program Dau Malang, 2) and to know the reasons of choosing such techniques in teaching English vocabulary at Non Formal Education Package C Program Dau Malang.

The design of this study was descriptive research that took an English teacher at non formal education Package C Program Dau Malang as a research subject. In collecting the data, the researcher used two kinds of instruments: interview and observation. The finding showed that the techniques used in teaching English vocabulary were visual, illustrative situation, synonym and definition, example of the type, translation and contextual guesswork.

In applying the techniques, the teacher had her own reasons. She used Visual technique in teaching vocabulary because by using this technique, it made her easy to deliver the materials and teaching concept. So the materials could be mastered soon. The teacher used Illustrative Situation technique too because she thought that with this technique, the students could be closer with their environment. So the learning could be meaningful. It motivated the students to master the environmental situation in learning process. She also used Synonym and Definition technique in teaching English vocabulary to make the students master English vocabulary more and used synonym and definition in learning vocabulary. Besides, she used Translation technique because she expected that the students could really understand the English vocabulary. She also used Example of the Type technique in teaching vocabulary because this technique was considered able to prevent verbalism and enabled the students to really understand the materials. Contextual guesswork was also used because this technique was appropriate to make the students learn to master English vocabulary learning. It was also expected that learning while working would make learning more meaningful.